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| **NAME OF SCHOOL: Gracewood Elementary School**  **PRINCIPAL: Dr. Renee Perry** |
| **NAME OF DISTRICT: Richmond County School System**  **SUPERINTENDENT: Dr. Kenneth Bradshaw** |
| *☐ Comprehensive Support and Intervention ☐ CSI Alternative ☐ Targeted Support and Intervention ☐ Promise*  *☐ Schoolwide Title 1 School ☐ Targeted Assistance Title 1 School ☐ Non-Title 1 School* |

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

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| **SIGNATURES:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Federal Programs Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

[Needs Assessment](https://docs.google.com/document/d/16EptXhFdpIKwwIEJTyKe_mg8qIrFXsWm/edit?usp=sharing&ouid=109330476786353650734&rtpof=true&sd=true)

[90 Day Plan](https://docs.google.com/document/d/1cbX-keabhdbb2tEPFTr5Kv0_dorFhfFt/edit?usp=sharing&ouid=109330476786353650734&rtpof=true&sd=true)

[Gracewood Look Fors](https://docs.google.com/document/d/1Yb_hzr0PrCDTWMet2roY0luYpooLoJz6/edit?usp=sharing&ouid=109330476786353650734&rtpof=true&sd=true)

[Gracewood Customer Service](https://docs.google.com/document/d/1JhGZ6MmRTYOQeGYbx23CEQ6F0yv7RGch/edit?usp=sharing&ouid=109330476786353650734&rtpof=true&sd=true)

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| School: | Gracewood Elementary School | | | | |
| Principal: | Dr. Renee Perry | | | | |
| Date Last Revised: | 5-24-22 | Strategy Map Goal Area: | Student Achievement and Success | Strategy Map Performance Objective: | Improve Early Literacy and Numeracy Skills |

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| Initiative 1-Literacy (SMARTE Goal): | Decrease the percentage of students scoring 1 or more grade levels below in the vocabulary domain of the I-ready assessment from 75% at the MOY (2022) benchmark to 50% at the EOY (2023) benchmark in vocabulary. | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | **Position(s)**  **Responsible** | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | **Timeline** | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | **Who is responsible for monitoring the implementation of the action step.** | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | **What is the intended date of completion of this action step?** | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| Grades K-5 teachers and the K- 2 Literacy Paraprofessional will utilize the Ready Reading resource to support sequential learning as shown in the RCBOE ELA Curriculum Map. | | <https://www.flocabulary.com/results-state-tests/> | STRONG | Mrs. Craft | -classroom observation  -lesson plans  -student notebooks | 25% of students increasing overall vocabulary proficiency in I-ready | August 27 to May 10 2023 | Instructional materials and training on Marzano's 6 steps, Read Aloud Vocabulary resources. | TItle I funds  Professional Learning on Marzaono’s Strategies  $1.200 |
| Grades 1-5 teachers will utilize interactive vocabulary and writing journals to support the integration of vocabulary within the ELA Instructional Block. | | <https://www.flocabulary.com/results-state-tests/> | STRONG | Mrs. Craft | -classroom observation  -lesson plans  -student work evidence  -student vocabulary journals | 25% of students increasing overall vocabulary proficiency in I-ready | August 27 to May 10 2023 | Materials to create word walls | Title 1 funds  Professional Learning on Interactive Journaling  $2,000 |
| Grade 2-5 teachers will utilize the Ready Writing resource to support sequential learning as shown in the RCBOE ELA Curriculum Map. | | <https://www.flocabulary.com/results-state-tests/> | STRONG | Grade Chairs  Mrs. Craft | -classroom observation  -Flocabulary data | 25% of students increasing overall vocabulary proficiency in I-ready | August 27 to May 10 2023 | Flocabulary Software | Title 1 funds  Professional Learning on Flocabulary |

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| Principal: | Dr. Renee Perry | | | | | | | | | | | | |
| Date Last Revised: | 5-24-2022 | | | Strategy Map Goal Area: | | Student Achievement and Success | | | Strategy Map Performance Objective: | | Early Literacy and Numeracy Skills | | |
| Initiative 2-Math  (SMARTE Goal): | Decrease the percentage of students scoring 1 or more grade levels below in the numbers and operations domain of the I-ready assessment from 80% at the MOY (2022) benchmark to 50% at the EOY (2023) benchmark in numeracy-base ten. | | | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | | **Position(s)**  **Responsible** | | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | | **Timeline** | | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | | **Who is responsible for monitoring the implementation of the action step.** | | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | | **What is the intended date of completion of this action step?** | | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| K- 5 teachers will utilize the ReadyMath routine when teaching Georgia Math Standards. | | <https://www.prnewswire.com/news-releases/new-efficacy-research-demonstrates-curriculum-associates-i-ready-meets-every-student-succeeds-act-essa-federal-funding-requirements-including-school-improvement-funds-300601922.html> | STRONG | | Lori Bennett | | -classroom observation  -lesson plans  -student work evidence | 30 % of students increasing overall numeracy proficiency in I-ready | | August 27 to May 10 2023 | | Ready Math Curriculum  Hand 2 Mind Manipulatives | Professional Learning for the Ready Math Routine  Professional Learning for RTI Best Practices |
| K- 5 teachers will incorporate the daily use of manipulatives and academic discourse to achieve standards mastery through problem based learning, | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pd>f | STRONG | | Dana Craft  Lori Bennett | | -classroom observation  -lesson plans  -student work evidence | 30% of students increasing overall numeracy proficiency in I-ready | | August 27 to May 10 2023 | | Teacher Guide for Successful Problem Based Learning Instruction. | Professional Learning for Problem based Instruction |
| During school-wide Math Intervention, students will rotate through XTRA Math, IXL, Multiplication.com, and FEV Tutor to increase fact fluency performance. | | <https://www.ixl.com/research/Impact-of-IXL-in-Beaverton.pdf> | STRONG | | Dana Craft  Lori Bennett  Keyona Wynn | | Reports from XtraMath  Reports from IXL  -classroom observation  -lesson plans  -student work evidence | 30% of students increasing overall numeracy proficiency in I-ready | | August 27 to May 10 2023 | | XtraMath Software  IXL Software | Professional Learning for Xtra Math  $3,000 |

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| School: | Gracewood Elementary School | | | | | | | | | | | | |
| Principal: | Dr. Renee Perry | | | | | | | | | | | | |
| Date Last Revised: | 5-2-2022 | | | Strategy Map Goal Area: | | High Performing Culture and Workforce | | | Strategy Map Performance Objective: | | Improved Perception of RCSS | | |
| Initiative 3-Culture/Climate/Non-Academic  (SMARTE Goal): | Decrease the percentage of suspension incidents from 25% at the MOY (2022) to 5% at the EOY (2023). | | | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | | **Position(s)**  **Responsible** | | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | | **Timeline** | | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | | **Who is responsible for monitoring the implementation of the action step.** | | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | | **What is the intended date of completion of this action step?** | | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| The PBIS Team will promote Gracewood behavior and expectations protocols through monthly SOAR activities. | | <https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/36> | STRONG | | Dana Craft | | suspension incidents will decrease by 20% | SLDS Data  Panorama Survey  Title 1 Surveys | | August 27 to May 10 2023 | | Kelso the Frog Resource | Title 1  $250 |
| The Student Council Team will promote Gracewood behavior and expectations protocols through monthly SOAR activities. | | <https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/36> | STRONG | | Dana Craft | | suspension incidents will decrease by 20% | SLDS Data  Panorama Survey  Title 1 Surveys | | August 27 to May 10 2023 | | Chart Paper  Printing Paper  Colored Ink  Art Supplies | Title 1  $185 |
| Gracewood will offer daily student reflection opportunities based upon our behavior and expectation protocols. | | <https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/36> | STRONG | | Deon Palmer | | suspension incidents will decrease by 20% | SLDS Data | | August 27 to May 10 2023 | | Student Reflection Room | Title 1  $3,000 |

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| **Georgia Milestones Performance Measures  (with unit of measure)** | **Baseline** | **Actuals** | **Target Year 1** | **Actuals Year 1** | **Target Year 2** | **Actuals Year 2** | **Target Year 3** | **Actuals Year 3** |
| **2021-2022** | **2021-2022** | **2022-2023** | **2022-2023** | **2022-2023** | **2023-2024** | **2024-2025** | **2024-2025** |
| Increase the percentage of students performing on grade level by Grade 3  Proficient or above on the Grade 3 Georgia Milestones ELA (EOG) | 48% | 48% | 51% |  | 54% |  | 57% |  |
| Increase the percentage of students performing on grade level by grade 5  Proficient or above on the Grade 5 Georgia Milestones ELA (EOG) | 61% | 61% | 64% |  | 67% |  | 70% |  |
| Increase the percentage of students performing Proficient or above on the grade 4 Georgia Milestones Math | 69% | 69% | 72% |  | 75% |  | 78% |  |
| Increase the percentage of students performing Proficient or above on the grade 5 Science EOG | 69% | 69% | 72% |  | 75% |  | 78% |  |
| Increase the percentage of students performing Proficient or above on the Grade 5 Social Studies EOG | 47% | 47% | 50% |  | 53% |  | 56% |  |
| Increase the CCRPI Score to Meet or Exceed the school’s current CCRPI | 50 | 50 | 53 |  | 56 |  | 59 |  |

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| **Professional Learning Plan to Support School Improvement** | | | | | | |
| **Supporting Initiative #** | **Professional Learning Strategy** | **Specific PL Timeline** | **Estimated Cost, Funding Source, and/or Resources** | **Person(s)/Position Responsible** | **Monitoring Teacher Implementation of PL** | **Evidence/Data of Impact on Student Learning** |
| Initiative #1, #2, and #3 | Welcome to 2022-2023 at Gracewood  [Gracewood Customer Service](https://docs.google.com/document/d/1JhGZ6MmRTYOQeGYbx23CEQ6F0yv7RGch/edit?usp=sharing&ouid=109330476786353650734&rtpof=true&sd=true) | 8-1-22 | N/A | Mrs. Craft  Mrs. Evans  Ms. Wynn  Mrs. Jones  Mrs. Bennett  (SIP Representatives) | Dana Craft | Classroom Observations  Iready data  lesson plans  Gradebook  Fundations Trackers  RTI Documentation |
| Initiative #1 | Introduction to Marzano 6 Step Vocabulary Process    Purpose: To build teacher capacity for program implementation and to sustain implementation with success within a multi-tiered system of supports. | 8-31-22 | N/A | Keyona Wynn | Dana Craft | Classroom Observations  Student Vocabulary Notebooks  Ready Reading Online reports |
| Initiative #2 | Ready Math Routine:  Purpose: To equip teachers to launch a successful implementation and to help them make connections between the program, the Standards for Mathematical Practice, and the NCTM Effective Mathematics Teaching Practices. | 9-19-22 | N/A | Lori Bennett | Lori Bennett | Classroom Observations  xtra math reports  IXL reports  Ready Math Online reports |
| Initiative #2 | PBL Driven Instruction  Purpose:To model how PBL **instruction** is using formative data gathered from learning results to determine what comes next in **instruction**. Within a classroom, **data** comes in two forms: formative and summative. We will take a deep dive into these two forms of data and their implications on instruction. | 10-30-22 | N/A | Dana Craft | Dana Craft | classroom observations  lesson plans  formative assessment data  summative assessment data |
| Initiative #1 | Cross Curricular Vocabulary Strategies  Purpose: Making connections-A daily vocabulary routine prepares the brain to learn and increases comprehension abilities. **Teachers should** understand how to utilize vocabulary routines with their students to maximize instructional outcomes. | 12-7-22 | N/A | Dana Craft | Dana Craft | classroom observations  student vocabulary journals  ready reading vocabulary lesson data  ready reading usage data |
| Initiative #1 | Think Alouds  Purpose: Think Alouds are the perfect way to integrate vocabulary into instruction. This PL will demonstrate how to deliver a powerful and impactful mini lesson to demonstrate the internal dialogue strategies to infer the meanings of words.  (Serravallo Reading and Writing) | 1-15-23 | N/A | Dana Craft | Dana Craft | classroom observations  student vocabulary journals  ready reading vocabulary lesson data  ready reading usage data |
| Initiatives #1 & #2 | Best Practices: Instructional Cha Cha’s  Purpose: This PL will demonstrate the impact for combining educational neuroscience, formative assessment, and differentiated instruction strategies to improve student achievement.  Instructional Cha Cha’s (Leann Nickelsen) | 3-17-23 | N/A | Dana Craft | Dana Craft | classroom observations  lesson plans  formative and summative data  cruising clipboards data |
| Initiative #1 | Interactive Vocabulary and Writing Journaling  Purpose: This PL will demonstrate the impact of interactive journaling. Interactive journals are great tools for formative assessments, student feedback, and instructional shifting. This PL will demonstrate how to use interactive journaling to track vocabulary understandings while planning for the whole group, small reading groups, and remediated instruction. | 4-15-23 | N/A | Dana Craft | Dana Craft | classroom observations  student vocabulary journals  ready reading vocabulary lesson data  ready reading usage data |

All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276> ) and approved by the Teaching and Learning Department prior to conducting the session. If funding is required, please collaborate with an assigned federal program specialist.

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| **School Name:** | | |
| **Date:** | | |
| **Planning Committee Members** | | |
| **Name** | **Position/Role** | **Signature** |
| Dr. Renee Perry | Principal |  |
| Arstasia Evans | Assistant Principal |  |
| Lastacia Johnson | Teacher |  |
| Keyona Wynn | Teacher |  |
| Lori Bennett | Teacher |  |
| Crystal Black | Media Specialist |  |
| Jenifer Beckum | Teacher |  |
| Dana Craft | Family Facilitator |  |
| Tara Key | Parent |  |
| Rita Devivo | Parent |  |
| Lisa Tripp | Parent |  |

Note\*\* All parents are invited and more students are encouraged to participate in the schoolwide planning process.

**1.** **Comprehensive Needs Assessment – Section 1114(b)(6)**

The Schoolwide Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Please enter the completion date for this year’s Comprehensive Needs Assessment.

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| 5-15-22 |

**2.** **Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)**

Address the reform strategies the school will implement to meet the school needs:

a) Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

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| Economically Disadvantaged: | Utilizing research based strategies for remediation and socio-emotional development will close achievement and developmental gaps so that these students may be successful in their scholastic and social endeavors. |
| ESOL: | Our ESOL teacher collaborates with classroom teachers to explain goals and common strategies that can be utilized to expedite the success of our ESOL students. |
| Race/Ethnicity/Minority: | Our Title 1 school infuses many in-house strategies to level the playing field so that all students believe that they have value and worth that is essential to our success as a school and their success in the community. Most recently, we have decided to embed a “Reflection Mentor”, who will work closely with our school counselor to advance confidence and a sense of overall wellbeing within our students. |
| Students with Disabilities: | Our SPED department does a phenomenal job updating IEP goals based on incoming data. They work closely with the General Education teachers to identify strategies that can be used in class to support the academic and social advancement of these students. |

b) Describe how such strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

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| All instruction (for all groups) will include our “Instructional Cha Cha” framework for assessment and instruction. This framework will ensure that a high standard for instruction is evident. The framework provides a structure to include an opening (for reviewing and engaging), a work session (for the gradual release of responsibility), and a closing (to check for DOK and understanding). |

c) Describe how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -

i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

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| Our counselor does a fantastic job leading our PBIS initiative and our Peer to Peer Mentor Program. We use these strategies along with our school wide behavior matrix to help cultivate students that are able to manage their emotions in an acceptable and productive manner. |

ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

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| Student Council will work with our feeder school to help our fifth grade students prepare for the transition into middle school, as they make strides towards high school and beyond. |

iii. implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

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| Our RTI coordinator implements a very strategic, school wide approach to identifying deficits and responding with aligned interventions. Our teachers have access to a structured RTI intervention room where research based interventions are housed, organized, and available for checkout. We utilize data to determine student groupings and RTI identified students. The RTI students receive daily intervention within the school wide RTI Intervention time. The data is tracked to make instructional adjustments and work samples are entered into folders within Teams. |

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

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| We have a monthly PL for staff. This reflects information from the district or information needing to be pushed out from administration. We also engage in PL pertaining to strategies embedded within our School Improvement Plan. Differentiated PL is offered as needed and available for teachers every Thursday. |

v. strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

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| We are implementing vertical team collaborations to take place no less than once monthly. Our goal is to open the lines of communication between the juxtaposing grade levels to ensure that the goals for student growth are at the appropriate performance standard and rigor. This is our effort to guarantee that student needs are met regarding preparedness for the sequential grade levels. |

**3.** **Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26**

a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State’s annual assessments, what other indicators will you use to measure academic achievement?

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| The School Improvement Team will meet monthly to discuss each of our chosen goals, determine the level of achievement towards those goals, and to adjust action steps as driven by the data. We will utilize iready, performance matters, and SLDS data to inform our next steps. |

b.) Review the previous year’s School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

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| The goals and action steps of the previous School Improvement Plan were on par with making significant strides in high academic achievement for all. We faced some setbacks with distance learning and social distancing. The learning curve for troubleshooting how to support collaboration, supporting technology needs, and incorporating quality “learn from home” opportunities impacted our ability to meet our goals. We made gains, but feel that given a full, traditional year, we would be well positioned to exceed our goal set goals. |

c.) Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

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| The School Improvement Team will meet monthly to address our goals and the data reflecting achievement towards those goals. At that time, we will identify deficits in our data, conduct a root cause analysis, and adjust action steps to stay the course in our achievement endeavors. |

**4.** **ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)**

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

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| 3-30-22 |

1. **Schoolwide Plan Development – Section 1114(b)(1-5)**

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2. The Schoolwide Plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Please enter your initials to acknowledge this statement.

1. 
2. The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please enter your initials to acknowledge this statement.



Documentation of the involvement of all stakeholders has been submitted to Federal Programs ( sign-in, agenda, feedback, minutes

1. The Schoolwide Plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Please enter your initials to acknowledge this statement.



1. The Schoolwide Plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. How is the School Improvement Plan made available?

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| The school improvement plan is made available electronically on the Gracewood Webpage. It can be found under “Title 1”. This plan is also sent via “link” on the “Remind” platform. The school improvement plan is also made public at the beginning of year Title 1 meeting. The plan is able to be translated (as needed) through Google Translator. |

1. The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

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| Funding Source: | How funds will be used |
| Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year. | Classroom Supplies, Professional Learning Resources, IXL, Vocabulary Resources, Title 1 funded teacher (reduced class model), Ki’undra  Jeffers, Kay Jones |
| State Funds: |  |
| Reduced Class Size (If applicable) | N/A |
| School Improvement Grant (If applicable) | N/A |
| Local Professional Learning Funds | N/A |
| Grants | N/A |

Funding Source and Resources provided:

* FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
* Title II-Professional Learning Opportunities.
* Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
* IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
* Carl D Perkins - N/A
* EIP - Teachers for identified EIP students
* McKinney Vento - Services for Homeless students
* Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

**Written Rationale (Dependent on ESSA Evidence Level)**

**N/A**

**All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification. ESSA recognizes four levels of evidence:**

1. **Strong: evidence from at least 1 well-designed and well-implemented experimental study**
2. **Moderate: evidence from at least 1 well-designed and well-implemented quasi-experimental study**
3. **Promising: evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.**
4. **Written Rationale: evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.**

**The following links can be utilized for evidence:**  [**http://www.bestevidence.org/search.cfm**](http://www.bestevidence.org/search.cfm) [**https://ies.ed.gov/ncee/wwc/**](https://ies.ed.gov/ncee/wwc/) [**https://evidenceforessa.org**](https://evidenceforessa.org/)

[**https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf**](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf)